Safe Haven Grant Proposal
GUIDEBOOK

Indiana Criminal Justice Institute- Youth Division

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www.in.gov/cji

Safe Haven Grant Proposal Guidebook
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Youth Division Grant Proposal Process

- An announcement (RFP) by the Youth Division that Grant Proposals are being accepted with an established deadline.

- Grant Proposals are submitted to the Youth Division and are date and time stamped. Grant Proposals arriving after the published deadline **WILL NOT** be accepted.

- The Grant Proposal is reviewed for completeness by the Grant Manager, logged into the Youth Grant Tracking System and assigned a Grant Tracking Number.

- Completed Grant Proposals are forwarded to the Youth Division Director, Grant Manager, and Research Division Director, for review and scoring of the Grant Proposals.

- The Youth Division Director forwards the Grant Proposal to the Deputy Director with one of three recommendations: 1) Approve, 2) Approve with Special Conditions, or 3) Deny.

- The Deputy Director will make one of three recommendations: 1) Approve, 2) Approve with Special Conditions, or 3) Deny.

- After the Deputy Director has completed his/her review, the Deputy Director and Youth Division Director will meet with the ICJI Executive staff to make one of three recommendations: 1) Approve, 2) Approve with Special Conditions, or 3) Deny.

- A Grant Proposal receiving a recommendation of "Deny" shall be notified of the appeals process. Agency representatives may request to appear before the Youth Sub-Committee for the purpose of making an oral presentation and/or respond to questions concerning the recommendation of denying the Grant Proposal.

- The Youth Sub-Committee shall make one of three recommendations: 1) Approve, 2) Approve with Special Conditions, or 3) Deny on each Grant Proposal to the ICJI Board of Trustees for final action.

- The ICJI Board of Trustees shall make one of three recommendations: 1) Approve, 2) Approve with Special Conditions, or 3) Deny. **All actions by the ICJI Board of Trustees are final.**

- The School Corporation shall be notified by the Youth Division Director of the final action by the ICJI Board of Trustees after the ICJI Board of Trustees has adjourned.

- After the Grant Proposal has been approved by ICJI, the ICJI Board of Trustees, the Grant Agreement and Award Letter will be sent to the Legal Agency. The Grant Agreement and Award Letter must be signed and mailed to the Youth Division with original signatures in **blue ink**.

- Once received by the Youth Division, the ICJI Executive Director will sign the Grant Agreement and Award Letter and it will be processed by the Indiana Department of Administration, State Budget Agency, and the Indiana Attorney General. This process may take up to 6 weeks.

- Once returned back to the Youth Division, the Award Packet for the Grant will be sent to the Applicant Agency with all required certifications, invoices, and award instructions.

General Application Information

The Safe Haven Grant Application is available at <http://www.in.gov/cji/2656.htm>
Previous versions will not be accepted.

The Grant Application form is locked and password protected in Microsoft Word as a form. Altered application forms will not be accepted.

Each field that requires information is identified by a small gray-colored box or a checkbox. The font size is set for the entire application. Please keep in mind the grant application is similar to a resume. Grammatical and spelling errors will effect your scoring.

Text boxes are set so that as you type in information the box will expand if necessary. Also, page breaks are set at the end of each section, so when you complete a section the new Section will automatically begin at the top of the next page. The sections such as the Executive Summary and Needs Assessment, Budget Worksheet and Narrative, and Implementation Plan have been created to facilitate the preparation of certain parts of the proposal that will need to accompany the Grant Agreement, should your school be awarded a grant.

Please submit three (3) full copies along with the original application to the Youth Division at the Indiana Criminal Justice Institute. Applications must be postmarked by June 17, 2011 (if hand delivered-by 4:30pm). The application must be submitted via the U.S. Postal Service or similar method or hand delivered. **ALL SIGNATURE PAGES MUST CONTAIN ORIGINAL SIGNATURES. SIGNATURE STAMPS WILL NOT BE ACCEPTED.**

Each grant proposal will be reviewed and scored based on a maximum of 100 points.

Safe Haven Grant Application Checklist

Applications must be postmarked by June 17, 2011 – Any application postmarked after this date will not be considered for funding. Partial applications will not be considered for funding.

Please submit your application along with the following items:

☐ Application Receipt Request **(Optional) (Page 4)**
☐ Application Checklist (Page 3)
☐ Original Grant Application with Signature Page
       ☐ Budget Worksheet
       ☐ Implementation Plan
       ☐ Disclosure of Grants
☐ Letters of support from school officials and law enforcement (**SRO applications ONLY)**
☐ THREE (3) copies of the entire grant application (including attachments and letters of support)

School Resource Officer Programs

A School Resource Officer (SRO) program places law enforcement officers in schools with the goal of creating and maintaining safe, secure, and systematic learning environments for students, teachers, and staff. If awarded funds for a SRO program, it is intended that these funds be used to promote school safety by supporting SRO programs in Indiana public schools. ICJI supports the placement of carefully selected and specially trained (through the National Association of School Resource Officers, www.nasro.org) law enforcement officers to work directly in the schools within that particular law enforcement agency's jurisdiction. An SRO program reflects a community's desire to ensure that its schools are safe, secure, and organized. SROs represent a proactive strategy designed to bring prevention and intervention into schools. "The goal of the program is to ensure safety while enhancing the students' quality of life by integrating officers into the school community. As an officer, the SROs' mission is to keep order. However, the uniqueness of their job involves serving in many additional roles. Beyond being enforcers, SROs are expected to act as counselors as well as teach students within their school community in order to prevent crimes from occurring" (COPS Office 2003).

SROs are trained to fulfill three roles:

- ✓ As law enforcement officers- Keep their schools safe so that students can learn and teachers can teach.
- ✓ As law-related counselors-Provide guidance on law-related issues to students and act as a link to support services both inside and outside the school environment.
- ✓ As law-related education teachers-Provide schools with additional educational resources by sharing their expertise in the classroom.

SROs are also role models for many students who endorse good judgment and discretion, are consistent and fair, respect all students, and exhibit a sincere concern for the school community. SROs maintain a professional appearance; are visible, accessible and willing to talk to the students; relate positively with the students and the community while taking their concerns seriously.

Evidence-Based Programs

ICJI Youth Division's top priority is evaluating the students served by its funded programs to achieve the best possible outcomes. We have also initiated the highest level of accountability – of ourselves and those we fund – to provide the highest return of success.

What is an evidence-based program?

An evidence-based program (EBP) is comprised of a set of coordinated services/activities that demonstrate effectiveness based on research. Criteria for rating as such depend upon the organization or agency doing the rankings. EBPs may incorporate a number of evidence-based practices in the delivery of services.

Why are evidence-based programs important?

Implementing EBPs is important to ensure that resources are spent on programs that have a high probability of achieving desired, long-term outcomes. EBPs incorporate principles of effective programming that bring about positive results. The advantage to both funders and providers is that EBPs eliminate the costly and time-consuming efforts of exploring and experimenting with new methods, strategies and technologies.

Tips for Successful Grant Writing

Before You Begin
- Read carefully through the guidelines and application packet. Understanding the eligibility requirements will save you from writing an ineligible application or having items removed because they are ineligible. Becoming familiar with the material will help you find needed information as you prepare your application.
- GET ORGANIZED! Gather and organize all the information you need. This will facilitate your thinking and writing process.
- Prepare a schedule. Allow plenty of time to complete the application including time to proofread, edit, revise, obtain necessary signatures and make all copies. Allow for error and do not leave final preparations until the last minute. Allow ample time for a co-worker to review the application for grammatical errors. You want to be sure to submit your application on time.

Preparing Your Application
- Read and follow all instructions. Your application will be processed more quickly if requested information is complete and correct.
- Do not use previous grant applications.
- Do not copy and paste from previous grant applications.
- Complete each section of the application and be sure to answer all questions.
- If a continuation project, be sure to include a summary with data and information from prior years. This information is a must and if it is not included, your grant scoring will reflect the omission.
- If you think a question does not apply to your program, call the Grant Manager and ask what you should do, or respond to the question with an explanation of why the question does not apply. ***Do not leave any questions blank or omit questions because it will appear you may have forgotten to respond***!

Project Narratives
- Restate the narrative question and then follow the question with your answer. If you follow the required format, it will be easier for the reviewers to locate the information.
- Answer the narrative questions clearly and concisely.
- Include sufficient details and explanations as necessary to fully answer the questions. If you include excess information not requested in the application, your meaning may be lost.
- Keep the language simple and direct.
- Use headings or bullet formats if appropriate.

Project Budgets
- Review the budget rules regularly while preparing your request. A line for an ineligible expense may cause the total amount of the grant award to be less than requested.
- Be reasonable in your budget request. Funds are limited and the Division would like to provide funding to as many programs as possible.
- Double-check your math. Calculation errors may also cause an award amount to be less than expected.

Funding Barriers
- Each year, each grant stands on its own merit. ***There are no guarantees to continue funding projects or fund new projects at the level being sought in the grant proposal.***
    - The following list represent areas from previous grants that affected the amount of funding requested:
        - Using a prior years' application
        - If previous project, did not include summary of previous years, including success/failure
        - Required attachments are missing
        - Incomplete or inaccurate budgets
        - Application being submitted past the deadline
        - Late submission of Program, SRO, or Financial Report
        - Significantly inaccurate financial reports
        - Unresolved Site/Desk Visit Findings
        - Unallowable budget modifications
        - Misusing required match funds

Reporting Requirements/Performance Measures

The purpose of performance measures to assist ICJI and subgrantee to determine if the program is meeting goals and objectives set forth in the grant application.

As a sub-grantee of the Indiana Criminal Justice Institute you are required to report on various programmatic and financial activities of the program. Failure to comply with the reporting requirements will result in the revocation of an award and affect future funding opportunities. Reports are due on a Semester Basis. Programs must conclude no later than May 31, 2012, all monies **MUST** be expended by May 31, 2012. The following is a schedule of when all reports are due:

  - **July 15, 2011**- Grants awarded/ notification given/ grant cycle begins.

  - **December 15, 2011**– 1st Semester Financial Report due, 1st Semester Program Report due, SRO Reports due (July 1 –December 1, 2011)

  - **May 31, 2012** – 2nd Semester Financial Report due, Semester Program Report due, SRO Reports due (December 1- May 31, 2012)

  - **MAY 31, 2012 (Project End Date)**
    ## All Invoices Are Due. **All Grant funds must be expended or encumbered.** (Due to state fiscal funding cycle)

All reports are due to the agency on or before the **date they are due (not postmarked). If the required reports are not submitted to the Indiana Criminal Justice Institute on time the award will be frozen**. If reports are late and an invoice was provided, the invoice will be processed **from the date the reports are received/corrected,** not the invoice date, by the state policy of 35 days arrears.

Narrative Reporting Requirements for SRO Program:

  - **SRO's will need to complete the SRO Interaction Reports (located on the ICJI website at www.in.gov.cji) and must submit them on or before December 15, 2011 and May 31, 2012.**
  - **<u>SRO's will be required to attend or show the intention of attending SRO training.</u> You may go to the NASRO website at http://www.nasro.com/nasro_query.asp and check out the trainings available. Please write the training along with the budget in the application.**

Narrative Reporting Requirements for Evidence-Based Programs:

  - **Schools which are applying for Evidence-Based Programs will need to fill out the program report available on the www.in.gov/cji website.**

When submitting invoices, be sure to include ALL supporting documentation. Your grant reimbursement will be delayed if the documentation is not received.

Grant Application Guide and Definitions

Section 1. Cover Page
1. **Project Title:**
   Title of the project for which funds are being requested.
   i.e., Hunter County School Resource Officer, Hunter County Safe Haven Grant, etc.
2. **Type of application:**
   Indicate the type of application. Check "new" if this is the first time funds are being applied for by the school corporation for a new program. Check "continuation" if funds have previously been awarded to the school corporation for the **same** program. Include prior grant in box below. **NOTE**: If you received grant funding the previous year for a project, but the project itself has changed, then it is to be considered a New Project.
3. **Years Funded:**
   Indicate the number of years that the school corporation has received funding. Include program area in box below.
4. **School Corporation:**
   Indicate the Public School Corporation

1. Project Title:	2. Type of Application: New Continuation	3.Years Funded:	
4. School Corp:	Prior Grant Number:	Program Area: SRO	EBP

5. **Legal Applicant.**
   A School Corporation must be a legal applicant and recipient of this state grant. All Legal Applicants who receive funding from any division of the Indiana Criminal Justice Institute must be in compliance with those programs as per IC 5-2-6-10.5.

5. Legal Applicant	County: Hunter County
Superintendent: Elmer Fudd	Address: 123 Bugs Bunny Lane
Telephone: 555-555-5555	Email: efudd123@hunter.k12.in.us

6. **Fiscal Officer.**
   This is the individual that ICJI can have direct contact with concerning any issues regarding budgetary information and Financial Reports. (This is usually the treasurer of the school corporation)

6. Fiscal Officer	Title: Treasurer
Name: Wyle E Coyote	Address: 123 Bugs Bunny Lane
Telephone: 555-555-5555	Email: wyleecoyote@hunter.k12.in.us

7. **Project Director.**
   Enter the name and contact information of the Project Director. The Project Director is the affiliated official who is responsible for the project's daily implementation and grant administration.

7. Project Director	Title: Counselor
Name: Sylvester Cat	Address: 123 Bugs Bunny Lane
Telephone: 555-555-5555	Email: sylvestercat@hunter.k12.in.us

8. **Alternate Point of Contact**
   This is the individual that ICJI will have direct contact with concerning any issues regarding the grant. This may be someone other than the Project Director that is in charge of record keeping and submitting reports.

8. Alternate Point of Contact	Title: Principal
Name: Tweety Bird	Address: 123 Bugs Bunny Lane
Telephone: 555-555-5555	Email: tweetybird@hunter.k12.in.us

9. **State Funding Requested**
   Enter the total cost of the program that you are applying for under this grant. (This section is located in the Safe Haven Program Budget Worksheet, Budget Summary, Box G)

9. Amount of Funding Requested:

Section 2. Executive Summary-Maximum score of 5

The Executive Summary is the **first thing read, last thing written**. It provides an overview of the scope of the project; states the problem(s) or need(s); describes the goal, objectives, and outcomes to be gained; states the total cost of the project; and summarizes each major section of the proposal. The Executive Summary should be no longer than two pages. **Do not copy and past from other sections.**

Section 3. Needs Assessment-Maximum score of 20

The Needs Assessment is the foundation of your proposal. The Needs Assessment should explain the problem and provide documentation to indicate that it truly is a problem. Keep the problem narrowly defined, and make sure that you establish a logical connection between your school and the problem to be solved. It is important to describe how the funding for this project would alleviate the problem. Clearly describe the target population affected.   If you are requesting funds for a continuation program provide an overview of how the program has met objectives during the past grant period and describe the resulting impact. Explain the issues that prevented the successful completion of the outcome goal.

- **Support your Needs Assessment with relevant data**. Please use specific data-suspension/expulsion rates, drug/alcohol abuse survey results, and/or standardized test scores (as applicable). Data that reflects a period of time is needed in order to demonstrate trends. **At least three years of data is needed in order to demonstrate a trend.**

Section 4. Program Description, Goals, Objectives and Performance Indicators-Maximum Score of 24

Clearly presenting your project goals and objectives are critical to the application and should be undertaken with care and deliberation. Based on the Needs Statement, the Program Description, Goals and Objectives, indicate what it is that you are proposing.

Program Description
- Provide detailed information about the program you are going to implement. Discuss activities already underway that are working to help students in and out of school. If there currently is not a program in place to address the issues presented in the Needs Assessment, please provide the name of the program you wish to use. Indicate how you discovered the program and how it will provide your school with results.

Goal
- Broad based statement of a desired state of affairs that are **timeless**. The Goal Statement should be a concise statement of the project direction. The goal does not have to be immediately attainable but should be realistic, understandable, and related to the Needs Assessment. While a single goal is required, limit goals to no more than two (2).

Goal 1-Sample
Reduce the truancy rate of Juvenile Offenders in Hunter County School Corporation.

Objective
- An objective is a specific measurable milestone aimed at achieving your Goal(s). An **objective** reflects how your project will assist in reaching the stated goal(s). Measurable objectives address the problem(s) identified and statistically documented in the Needs Assessment. The objectives should be attainable and realistic.
  - *A measurable objective is* something you are going *to do*, utilizing the grant funds, *by a certain amount of time* (measurable). Objectives **must** be measurable.
    - Measurable objectives always use the words: **to increase, to decrease, or to maintain**. Do not use words such as: to provide, to train, to establish in objectives. These are activity statements. Once you've written an objective, ask yourself if the statement allows you to measure something.
  - A project will typically have **one to three** objectives for each goal.
- To help you in developing measurable objectives, review your project's activities and ask yourself what statistical data you will gather to prove your project is working. You do not need to be overly detailed in statistical data, but focus on three to five things to measure which will prove your project is making a difference. This will actually be your Performance Measures for your project and will be used as part of your reporting to ICJI.
- Objectives should:
  1. Start with the word "To"
  2. Specify a single result to be accomplished
  3. Specify a target date for completion
  4. Specify maximum cost factors, if applicable

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5. Be measurable and verifiable (one step in the grant approval process at ICJI is to have the Research Division review the Goals and Objectives of each application to determine if the Goals and Objectives are indeed measurable.)
6. Specify only what and when NOT why and how
7. Be readily understandable, realistic, and attainable
8. Be consistent with budget requirements

Objective should be SMART: Specific, Measurable, Accountable, Realistic, and Time-Bound

Objective 1A –Sample, New Program
To decrease the truancy rate in Hunter County School Corporation by developing an SRO program for the Hunter County Middle School.

Objective 1B –Sample, Continuation Program
To identify high-risk youth at Hunter County High School and provide services to prevent them from entering the Hunter County Juvenile Detention Center.

Section 5. Implementation Plan-Maximum score of 11
An Implementation Plan is needed no matter whether your proposed project is new or a continuation of an exiting project. It explains how the program will be implemented. It is comprised of four categories:

1. **Action Step** – This is a statement of what activity is to be completed.
2. **Who's Responsible** – This identifies who is specifically responsible for accomplishing the *Action Step*. At a minimum, the title of the responsible person is to be listed.
3. **Timeline** – This is a listing of a begin date and end date for this particular *Action Step*. The *Timeline* should be realistic and attainable.
4. **Projected Resources Needed** – This includes a listing of specific items that are needed to complete the *Action Step.*

Section 6. Evaluation and Internal Assessment-Maximum score of 15

- In order to determine the level of success of your proposed project, you must make provisions to evaluate the project with an internal assessment. **The information needed to conduct the evaluation will have been listed in the Goals, Objectives and also in the Implementation Plan**.
- Grantees should not solely rely on the performance measures established by ICJI. Re-state the applicable information in this section. Grantees need to be specific and define how the program will be measured as successful.
- Describe the evaluation process by describing **who** will conduct the evaluation and what time frame will be used. The internal assessment should include what steps will be taken if the program is not heading in the direction the grant was written.

Section 6. Evaluation and Internal Assessment-Sample
There are numerous methods used to internally evaluate the activities of the Hunter County School Corporation. Those include: • Submission of SRO reports bi-weekly. These reports will be reviewed by assigned SROs.   • Submission of bi-weekly activity summaries by all officers assigned to the Hunter County School Corporation. These bi-weekly activity summaries will be reviewed by the Project Director of his designee.   • The SRO assigned to the Hunter County School Corporation will prepare monthly summary of all activities completed. This summary will be reviewed by all supervisors and the Project Director.   The Hunter County School Corporation has contracted with the Hunter County Sherriff's Department at Hunter College to conduct an evaluation of the SRO program. This study will be based on reports and other data from the past five years. The evaluation will ultimately provide a critique of the Hunter County School Corporation, as well as recommendations for future activities. Should the program travel a different path than anticipated, Hunter County School Corporation will work with the program to find the areas that need adjusting.

Section 7. Sustainability/Future Funding Plan- Maximum score of 10

- The reliance on funding from state grant programs is not a sound business practice. Funding from state grant sources should be viewed a "**seed funds**" used to start a program, or as "**supplementary funds**" used to support a project with an existing budget. Such "**supplementary funds**" should still be viewed as "**seed funds**" to expand an existing program or to complete a one-time project.
- You must address the following regarding your proposed project's Sustainability/Future Funding Plan:
    - An estimated funding plan for subsequent years, if applicable, including an estimated total length of time state funding will be required for the project.
    - Respond to the question, "What will be the future of this project if state funding is not available for the project after this grant cycle?" Be specific, don't just say general fund dollars will be used, and if that is the case explain how the school system will absorb the cost.

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Section 7. Sustainability/Future Funding Plan-Sample
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Presently the Hunter County School Corporation has an annual full-program budget of $35,000. The funding sources for the program is as follows:

- $15,000 is from the General Fund.
- $15,000 is contributed from local businesses and community fundraisers. These funds are generated annually from donations and other activities from various businesses in Hunter County who value the work of the Hunter County School Corporation.
- $5,000 was received from the 21st Century Community Learning Center. Hunter County has qualified for this Award for the past five years.

Over the past five years the amount of funding secured through the Safe Haven Grant has decreased from $75,000 to the current $35,000 through increasing Program Income and also increases from the *21st Century Community Learning Center.*

It is anticipated that only two additional years of funding through the Indiana Criminal Justice Institute using the Safe Haven grant will be needed for the SRO then the Hunter County School Corporation will no longer seek such funding.

Section 8: Match Description/Match Budget-Maximum score of 5

- The purpose of matching contributions is to increase the amount of resources available to projects supported by state grants. Safe Haven is a 1:1 match as required by **Indiana code 5-2-10.1-2(a) (3) and Indiana Code 5-2-10.1-7(b)**.
- To accommodate all schools and ensure that each School Corporation selected for funding will qualify for Safe Haven funds, the following definition of matching funds has been developed. Matching funds include funds that are spent on any school program that is currently in place and not being funded by Safe Haven funds, but would qualify to be funded by Safe Haven funds.

Matching Grant Funds/Description of Matches

- There are three types of match that will be acceptable:

1. **PROGRAMMATIC MATCH**
    - A **programmatic match** details a program in your corporation that meets the same guidelines as the Safe Haven program, but is not/will not be funded by the Safe Haven Program. Be sure that this **programmatic match** costs the equivalent of or more than the amount you are requesting for your Safe Haven program. **Example**: Community School Corporation has an anti-drug program for its elementary schools that operates from 3:00-6:00 p.m. and is run by the YMCA of Greater Community Impact County and is entirely supported by private funds. This School Corporation would match Safe Haven funds by showing the budget of costs for their anti-drug program in the amount equivalent to the amount they are requesting from Safe Haven funds. This program would have to be equal or more than what Community School Corporation is asking. Please include verification of the funding amount to be matched from the program.

2. **CASH MATCH**
    - A cash match is any financial amount that the school corporation provides themselves or that is donated by another source.

3. **IN-KIND MATCH**
    - An in-kind match is determined by the value of goods and services received and used in the program that do not have a financial cost to the subgrantee. This type of match can be provided by the subgrantee or donated by a third

party, such as a volunteer, public or private agency. For example, time donated by a counselor could be used as in-kind match. The value of these services should be calculated at the average market value of that service at the time of the service was provided. Include the amount of time and wage earned for each in-kind match. If operating expenses, include an estimate of the cost (i.e. computer $1200.00).

Match Budget
- This is a budget breakdown of where the match will come from. If the grant will provide a match for salaries and operating expenses, then you will need to indicate how much funds will be coming from that category.
- Also, the budget for your match should cost the equivalent of or more than the funding being requested from the Safe Haven Program. Explain in detail how the match funding will be used.

The Match is required for eligibility.

Section 9. Program Budget Worksheet
- The Program Budget Worksheet is to be viewed as a "Line-Item Budget."   The Project Budget provides an opportunity to provide detailed information for each line-item entry in the project's proposed budget.

A.   Personnel

Column 1: List official titles of positions.
Column 2. Indicate if the person is a New Hire.
Column 3. Enter the amount of the salary that will be funded through the grant.
Time and attendance records must be maintained and a copy of the official job description for each position listed must be retained in file.

B.   Contracted Services

Consultant Fees: Consultant fees must follow state policy.
Column 1: List each consultant, association, group or firm that will be contracted with to provide services.
Column 2: List the type of consultant from column 1
Column 3: Provide a brief description of the job or service each contractor will provide.
Column 4: List whether the consultant will be paid hourly, daily, weekly, monthly or with a flat fee. An 8-hour day may include preparation, evaluation, and travel time in addition to the time required for actual performance of services.
Column 5. Enter the total cost for each contractor, including travel expenses

C.   Travel and Per Diem

Each line in this section of the budget should be used to record travel expenses for one individual, not expenses for several people traveling to the same destination. Additional lines should be used to separately record travel expense for other people going on the same trip. Travel expenses for consultants should be listed under Contractual Services.

Column 1: List the travel destination.
Column 2: Indicate the purpose for traveling to each destination.
Column 3: Indicate the total cost associated with transportation to each destination.
Column 4: Indicate the total per diem for daily subsistence (meals, etc.) associated with each trip. *The basis for calculation is the current state rate. Current in state rates are: $.44 cents per mile, $26.00 per day for meals ($6.50 for breakfast, $6.50 for lunch, and $13 for dinner), and reasonable government rates for lodging ($89.00 is the state rate).
Column 5: Enter the total cost of lodging when overnight travel is involved. Lodging for in-state-travel is available for those travelling 50 miles or more from home base of operation.
Column 6: Enter the sum of total transportation, total per diem and total lodging costs.
*Out-of-state rates vary. Contact staff if you need to estimate out-of-state per diem. For out-of-state hotel reimbursement, check the Indiana Department of Administration web page by using the following address: http://www.in.gov/idoa/files/travel_policy.pdf
Travel in the Project Budget MUST be explained in detail and should be estimated as best as possible, provide documentation. Stating "To Be Determined" will not be accepted. Additionally, should eventual travel differ from what was stated in the Project Budget, an amendment to the proposal must be applied for and approved by the Indiana Criminal Justice Institute PRIOR to any such travel.

D.   Equipment – any item **over $5,000** with 2 or more year's life expectancy. Please list all others in operating expenses.

Column 1: List all equipment to be purchased with grant funds.
Column 2: Indicate whether each item will be leased, rented or purchased.
Column 3: Indicate the quantity of each equipment item that will be acquired.
Column 4: Indicate the per unit cost of each equipment item.
Column 5: Multiply item quantity by the unit cost of each item and enter this amount under total cost.

E.   Operating Expenses-any item **less than $5000** and 2 years or less life expectancy

Column 1: List all expenses to be paid with grant funds.
Column 2: Indicate the quantity of each item that will be acquired (e.g., word processing software packages, months of telephone service, etc).
Column 3: Indicate the per unit cost of each item.
Column 4: Multiply item quantity by the unit cost of each item and enter this amount under total cost.
*Most computers will come under this category.
*This also includes expendable supplies (office supplies), monthly phone charges, rent, etc.

F.   Budget Summary

State Funding Requested - Enter each of the subtotal amounts you calculated for budget items A through E. Add these amounts together and enter the sum in the last row, Grand Total. This amount represents the amount of grant funding requested.
*Carry this amount forward to item 9 on page 6 of your Grant Application.

The Budget Narrative is required for eligibility.

Section 10. Disclosure of Other Grants
- List ALL grants from public or private sources this grant application has received since **May 1, 2009**, that are relevant to the proposed project. This includes any of the funds your program receives from the Indiana Criminal Justice Institute or any other public/ private organization or source.

Section 11. Signature Page (Certifications & Acceptance)
- **Signature Pages: All submitted signatures MUST be original signatures. Stamped or copied signatures WILL NOT be accepted.**
  - **Superintendent -**this is an individual authorized to sign on behalf of the School Corporation (the legal Applicant)
  - **Project Director-**this is the individual who is the officially recognized head of the agency / department implementing the grant-funded program.
  - **Fiscal Officer-** the Treasurer of the School Corporation

Attachments
If you have charts, graphs, news articles, lists, etc., that you wish to include with your proposal, please submit them as attachments. Label each attachment with a cover sheet (Attachment A, Attachment B, etc). Be sure to use a header or footer to identify each page. Submit each attachment with your Grant Proposal.

Frequently Asked Questions

What is an evidence-based program?
An evidence-based program is comprised of a set of coordinated services/activities that demonstrate effectiveness based on research. Criteria for rating as such depend upon organization or agency doing the rankings. EBPs may incorporate a number of evidence-based practices in the delivery of services.

Why are evidence-based programs important?
Implementing evidence-based programs is important to ensure that resources are spent on programs that have a high probability of achieving desired, long-term outcomes and that incorporate principles of effective programming that bring about positive results. The advantage to both funders and providers is that EBPs eliminate the costly and time-consuming efforts of exploring and experimenting with new methods, strategies and technologies.

Why is ICJI interested in EBP? Why now?
ICJI's top priority is to see that the students and families served by its funded programs achieve the best possible outcomes. We also have the highest level of accountability – of ourselves and those we fund. This continuous improvement mindset is part of ICJI's leadership philosophy. Now that ICJI is at a place where it can provide a supportive infrastructure (e.g. training) for EBP development, we will move forward to assist programs with this advanced level of work.

I thought we were doing that already, what is different now?
While ICJI has required programs to provide data in the past, and will continue to do so in the future, this does not necessarily mean that these programs are evidence-based. The term "evidence-based" refers to programs that have theoretical groundwork, have met specific criteria, and have been proven to be effective. It is ICJI's goal to help its currently funded and future funded programs move toward becoming evidence-based. This can be a long and laborious process; however, prior work (i.e., data collection, development of logic models and theories of change) has actually helped move programs forward in this direction. Such prior work also allows programs to work toward continuous quality improvement, ensuring accountability and provision of the best services possible.

How can we learn about evidence-based programs? And how is ICJI going to help us become evidence-based?
There are a number of resources available to educate individuals about evidence-based programs, including the various organizations that define and rate programs using specific criteria. Links to these organizations can be found on pages 18 and 19 of the Safe Haven Application Guidebook. ICJI will be hosting **MANDATORY** training on evidence-based programs, SRO programs, and technical assistance for the grant on May 11 at 10:00am-11:00am or 1:30pm-2:30pm, May 13 at 2:30pm-3:30pm, and May 16 at 11:30am-12:30pm .

How long does it take to become evidence based?
While there is no specific time table in becoming evidence-based, key elements must be in place before evaluating success. This process can extend over several years. Every area and program is different and some take longer to determine whether they are successful. Much also depends on the results sought.

What measures can we take to move ourselves towards evidence-based programming?
It starts with a solid foundation. To begin with, you must ensure that your school is clear on its mission and goals and that the program staff is committed to the goal(s), outcomes and procedures required by the funding agency. Programs can begin by developing a sound theory of change stating what they believe will effect change for the students; develop a logic model (a road map as to how they plan to achieve their outcomes); provide data that is submitted on time and is clean and easily manipulated for evaluation; and implement their existing program with commitment. A program that wishes to move towards becoming evidence-based should be collecting data for their program and be able to understand how to implement change based on findings from the data. All members of the school's staff involved in the program must take advantage of ongoing professional development and periodic performance assessment.

Will we be de-funded if we are not evidence-based?
As we will continue to emphasize, we are all in the business of improving programs for our students. ICJI has and will continue to make data-driven decisions – on services and programs needed, outcomes sought and who is most capable of providing those services and achieving those outcomes. The road toward becoming evidence- based only heightens the importance of clean, accurate, complete data for you, as well as for ICJI to be able to see what's working and what's not and make mid-course corrections. ICJI will not fund programs that can not provide and identify a model program.

How often do I need to submit program and financial reports?
Semester Program Reports and Semester Financial Reports are due every semester to ICJI. Financial Reports, Program Reports, and Invoices are due by May 31, 2011. Reports not submitted by the required deadline may cause a hold on your grant funds.

Additional Information

Sources for Evidence-Based Programs
SAMHSA Model Programs:
http://nrepp.samhsa.gov/
-Applicants must choose from only the "Effective Programs" or "Model Programs" links.

http://www.nrepp.samhsa.gov/index.asp
-Under the "Find Interventions" tab, applicants can search for programs by specifying different search criteria.
NREPP is a searchable database of interventions for the prevention and treatment of mental and substance use disorders. SAMHSA has developed this resource to help people, agencies, and organizations implement programs and practices in their communities.

Center for the Study and Prevention of Violence, Blueprints for Violence Prevention:
http://www.colorado.edu/cspv/blueprints/
-Applicants must choose only from the "Model Programs" tab.
This research center site provides information on model programs in its "Blueprints" section. Programs that meet a strict scientific standard of program effectiveness are listed. These model programs (Blueprints) have demonstrated their effectiveness in reducing adolescent violent crime, aggression, delinquency, and substance abuse. Other programs have been identified as promising programs. Endorsements are updated regularly, with programs added to and excluded from the registry based on new evaluation finding

The Collaborative for Academic, Social and Emotional Learning (CASEL)
http://www.casel.org/programs/selecting.php
The *Safe and Sound* report developed at CASEL lists school-based programs that research has indicated are effective in promoting social and emotional learning in schools. This type of learning has been shown to con-tribute to positive youth development, academic achievement, healthy behaviors, and reductions in youth problem behaviors. Ratings are given on specific criteria for all programs listed, with some designated "Select" programs.

Exemplary and Promising Safe, Disciplined and Drug-Free Schools Programs
http://www.ed.gov/admins/lead/safety/exemplary01/index.html
The Department of Education and the Expert Panel on Safe, Disciplined and Drug-Free Schools identified nine exemplary and 33 promising programs for this 2001 report. The report, which can be found at this site, provides descriptions and contact information for each program. The focus is on programs that can be implemented in a school setting whether in the classroom, in extra-curricular activities, or as after-school programming.

Helping America's Youth
http://www.findyouthinfo.gov/
This registry is sponsored by the White House and was developed with the help of several federal agencies. Programs focus on a range of youth outcomes such as academic achievement, substance use, and delinquency, and are categorized as Level 1, Level 2, or Level 3 according to their demonstrated effectiveness. The registry can be searched with keywords or by risk or protective factor, and is updated regularly to incorporate new evidence-based programs.

Youth Violence: A Report of the Surgeon General
http://www.surgeongeneral.gov/library/youthviolence/chapter5/sec3.html
This report designates programs as Model or Promising and goes further than many other registries to also include a "Does Not Work" category. General approaches and specific programs for the prevention of youth violence are described at three levels of intervention: primary, secondary and tertiary. This report has not been updated since its publication in 2001, but it is rare in that it discusses the cost-effectiveness of the programs.

Social Programs that Work, Coalition for Evidenced-Based Policy
http://www.evidencebasedprograms.org/
This site is not a registry in the conventional sense of the word in that it does not include and exclude pro-grams based on some criteria of effectiveness. Instead, it summarizes the findings from rigorous evaluations of programs targeting issues such as employment, substance use, teen pregnancy, and education. Some of the programs have substantial evidence of their effectiveness, while others have evaluation results suggesting their ineffectiveness. Users are welcome to sign up for emails announcing when the site is updated.

Promising Practices Network on Children, Families and Communities
http://www.promisingpractices.net/programs.asp
A project of the RAND Corporation, the Promising Practices Network website contains a registry of Proven and Promising prevention programs that research has shown to be effective for a variety of outcomes. These programs are generally focused on children, adolescents, and families. The website provides a thorough summary of each program and is updated regularly.

Office of Juvenile Justice and Delinquency Prevention's Model Programs Guide
www.dsgonline.com/mpg2.5/mpg_index.htm:

****A direct link to the Office of Juvenile Justice and Delinquency Prevention's Model Program Guide (MPG). This searchable database is designed to assist practitioners and communities in finding and implementing evidence-based prevention and intervention programs. The MPG covers the entire continuum of youth services from prevention to sanctions to reentry.

Sources for School Resource Officers

National Association School Resource Officers
http://www.nasro.org

SRO training is offered through this particular website about the National Convention along with other trainings (i.e. basic, advanced training) throughout the year.

Office of Community Oriented Policies Services
http://www.cops.usdoj.gov/

National Association of School Safety and Law Enforcement Officers
http://www.nassleo.org/

NASSLEO's primary mission is to bring together people that are joined in a common effort to make our schools safe for our students and staff. NASSLEO is a non-profit, membership-funded organization that is here for anyone, even non-members who need information or assistance on keeping our schools safe.